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Editorial Comment and News Notes

ADOPTION OF MUSIC BOOKS FOR ELEMENTARY SCHOOLS

At a meeting in July, 1945, the State Board of Education adopted two music books of A Singing School series, by Theresa Armitage and others, published by C. C. Birchard and Company, for use in the public schools in which music instruction is not conducted on a graded basis, for a period of not less than six years or more than eight years, beginning July 1, 1946. *Happy Singing* is a pupil's book for grades one through four. *Music Time* is for use in grades one through eight. Both books have manuals for the teacher, with piano accompaniments.

ADOPTION OF TEXTBOOKS IN READING

The State Board of Education, at a meeting in August, 1945, adopted the following basic and supplementary textbooks in reading for grades one to five, inclusive, for a period of not less than six years or more than eight years, beginning July 1, 1946.

BASIC TEXTBOOKS

LEARNING TO READ: A BASIC READING PROGRAM, by Nila Banton Smith, published by Silver Burdett Company

- Our First Book* (reading readiness book)
- Bill and Susan* (Preprimer 1)
- Under the Tree* (Preprimer 2)
- Through the Gate* (Primer)
- Down the Road* (First Reader)
- In New Places* (Second Reader)
- From Sea to Sea* (Third Reader)

THE GOLDEN ROAD TO READING SERIES, by Helen Heffernan, Wilhelmina Harper, and Gretchen Wulfig, published by Benjamin W. Sanborn and Company

- All Aboard for Storyland* (Fourth Reader)

EASY GROWTH IN READING, by Gertrude Hildreth, Allie Lou Felton, Alice Meighen, and Marjorie Pratt, published by the John C. Winston Company

Looking Forward (Fifth Reader)

SUPPLEMENTARY TEXTBOOKS

CRABTREE BASIC SERIES, by Eunice K. Crabtree, LuVerne Crabtree Walker, and Dorothy Canfield, published by the University Publishing Company

To School and Home Again (Primer)

In the City and on the Farm (First Reader)

Under the Roof (Second Reader)

Under the Sun (Third Reader)

EASY GROWTH IN READING, by Gertrude Hildreth, Allie Lou Felton, Alice Meighen, and Marjorie Pratt, published by the John C. Winston Company

Today and Tomorrow (Fourth Reader)

THE LAIDLAW BASIC READERS, by Gerald Yoakam, M. Madilene Veverka, and Louise Abney, published by Laidlaw Brothers, Inc.

The World Around Us (Fifth Reader)

In accordance with Education Code Section 11291, effective September 15, 1945, each basic textbook must be distributed so as to provide one copy for each pupil in the grade for which such textbook is adopted, except that school districts may order, in lieu thereof, basic textbooks adopted for lower grades or higher grades for use by pupils for whom such textbooks would be more appropriate; and supplementary textbooks shall be distributed in such manner as the State Board of Education shall determine.

The Board in its adoption of supplementary textbooks in reading provided for furnishing one copy of each book for each two pupils.

CALL FOR BIDS FOR TEXTBOOKS

Upon recommendation of the State Curriculum Commission, the State Board of Education, at a meeting in July, 1945, authorized the issuance of a call for bids for textbooks in history

and geography and related social studies, for use in grades four to eight.

ESTABLISHMENT OF DIVISION OF RECREATION

On recommendation of Superintendent of Public Instruction Walter F. Dexter, the State Board of Education, at a meeting in July, 1945, established within the State Department of Education a Division of Recreation, "the function and purposes of which shall be to aid, under the direction and supervision of the Director of Education, in the promotion and development of community recreation programs in accordance with the provision of the laws of the State of California authorizing such service."

NEW PUBLICATIONS OF THE STATE DEPARTMENT OF EDUCATION

Three new publications of the California State Department of Education are being distributed for teachers and administrators in the public schools.

A pamphlet of 46 pages entitled *The Elementary School Program in California: A Handbook for the Orientation of Teachers Entering Professional Service in the Elementary School* was issued in July, 1945. This was prepared by the Committee on Teacher Education of the California School Supervisors' Association at the request of the Division of Elementary Education. Copies have been made available for elementary school teachers, and for directors and supervisors of instruction, by distribution through the offices of county and city superintendents of schools.

A new guide for teachers entitled *Science in the Elementary School* offers suggestions for content of courses, methods of teaching, and materials and equipment for science teaching in the elementary school. This volume of 418 pages was prepared by a state-wide committee on science education under the direction of the Division of Elementary Education of the State Department of Education, approved and recommended for

adoption by the State Curriculum Commission, and adopted as a teacher's manual for elementary schools by the State Board of Education. It contains seventy half-tone illustrations from actual school situations in which the procedures suggested have been successful. The 80-page section on reference materials is unusually helpful, including an annotated, graded list of 419 selected books on science and a detailed subject index to these books. Copies of this volume have been furnished to county and city superintendents of schools for redistribution to elementary and junior high schools and for use by supervisors and directors of instruction. Copies for others may be ordered from the Division of Textbooks and Publications at one dollar each, plus sales tax on California orders.

Legislation affecting public education in the state which was enacted by the California Legislature during the special sessions of 1944 and the regular session of 1945 has been compiled by Alfred E. Lentz, Administrative Adviser in the State Department of Education. The publication is entitled *Laws of 1944 and 1945 Relating to the California Public School System*, Bulletin of the California State Department of Education, Vol. XIV, No. 2, August, 1945. Copies of this bulletin are being sent to school administrators throughout the state, including county, city, and district superintendents, in quantity sufficient to provide a copy for each elementary school district and for use of administrative staff members. Copies are also being mailed to secondary school principals. Additional bulletins are available on order from the Division of Textbooks and Publications at 25 cents (plus 1 cent sales tax) for single copies, and at 20 cents (plus sales tax) in quantities of ten or more.

APPOINTMENT OF STATE COLLEGE PRESIDENT

Dr. John Paul Leonard, Professor of Education at Stanford University since 1937, has been appointed by Superintendent of Public Instruction Walter F. Dexter to the position of President of San Francisco State College, succeeding Dr. A. J. Roberts, retired. The appointment was approved by the State

Board of Education at its August meeting, to become effective August 13, 1945.

After receiving the master's and doctor's degrees at Columbia University, Dr. Leonard served for seven years as professor of education at the College of William and Mary in Williamsburg, Virginia. He has acted as educational and curriculum consultant to the states of Florida, North Carolina, Mississippi, Virginia, and Texas; to the California counties of San Diego, Modoc, Alameda, and Santa Barbara, and to the cities of Los Angeles and Santa Barbara. From 1942-44 Dr. Leonard was on leave from Stanford University to work for the United States Government in Washington as Director of the Consumer Division of the Office of Price Administration.

GIRL SCOUT PUBLICATION

Girl Scouting for Rural Girls, published in April, 1945, by the National Headquarters of the Girl Scouts, is a 16-page pamphlet designed to help bring to rural girls the citizenship training and recreation of girl scouting. Basic nutrition, child care, first aid, swimming, sketching and painting, and many other activities suitable for girls of seven to eighteen are illustrated in the new pamphlet. Copies may be secured on request from Girl Scout National Headquarters, 155 East 44th Street, New York 17, New York.

NEW PUBLICATIONS BY THE ASSOCIATION FOR CHILDHOOD EDUCATION

Five recent bulletins from the Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington 6, D. C., will be of interest to elementary teachers.

This is Science, by Herbert Zim (General Service Bulletin, 1945, 44 pages, price 50 cents), helps the teacher to recognize the many opportunities there are in children's everyday living for rich experiences with science, gives her some practical suggestions about the teaching of science, shows the part science experiences play in the social development of children, and cites

her to sources for equipment, supplies, books, pamphlets, and free materials. The eighteen descriptions of children's science experiences which constitute the major part of the content are full of suggestions, from peanuts to drawbridges.

The Arts and Children's Living (Second membership service bulletin, 1945, 28 pages, price 35 cents) was prepared to help redirect the art program away from the conception of art instruction as the "teaching" of a limited number of art forms. It begins with a statement of a philosophy of art and concludes with descriptions of art in everyday living. The inter-relationships that can exist between art experiences and experiences in arithmetic, science, writing, reading, dramatics, and social studies show that art is not a material thing to be pigeonholed and taught by itself.

Contributors to this bulletin describe experiences which they interpret as having art value because they have to do with living creatively with one's self and others. We enjoy Francie's peppermint-flavored ice water, the quiet when a Brahms lullaby is sung, Roddie's orderly desk, the fun of making up a song, the thrill that comes in writing an adventure story, and the shy smile of pride in a job well done.

Among the eleven contributors is one Californian, Ruth Cawthorne Vesper of Oakland.

Portfolio for Nursery School Teachers (General Service Bulletin, 1945, 12 leaflets, price 50 cents), is another in a series of portfolios for teachers of nursery school, kindergarten, and primary age children planned to give practical help to those beginning teaching or returning to the classroom after some years. This particular portfolio describes conditions necessary for good school living for children two and three years old.

Materials for Work and Play (General Service Bulletin, 1945, 12 leaflets, price 50 cents), was prepared by the Association's Committee on Equipment and Supplies to meet a need for simple, everyday information on the various types of materials used in creative activity—drawing and painting materials,

clay, building blocks, science materials, wood-working tools, toys, musical instruments, puppets, textiles for sewing and weaving, and books. A bibliography of references on these subjects and a leaflet of recipes are included.

Bibliography of Books for Children (General Service Bulletin, 1945, 89 pages, price 75 cents) is a selected list, revised in 1945, annotated, classified, and priced, with suggested age levels.

AIDS FOR THE SAFETY PROGRAM

The Department of Elementary School Principals and the National Commission on Safety Education of the National Education Association have prepared, in a joint enterprise, two bulletins which offer assistance to teachers in attacking specific safety problems, organizing a plan, and utilizing procedures which will lead to a classroom program in accident prevention. The titles are: *The Elementary School Principal Plans for Safe Living*, and *Teachers and Children Plan for Safe Living*. Published in 1945, the bulletins are each 24 pages in length, and are available from the National Education Association at 30 cents each.

The National Commission on Safety Education of the National Education Association has published (1945) an eight-page annotated bibliography entitled *Safety Materials for the Professional Elementary School Library*. Copies may be secured from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., for 10 cents each.

CLAREMONT COLLEGE READING CONFERENCE YEARBOOK

The 1945 Claremont College Reading Conference Yearbook, published by Alpha Iota Chapter of Pi Lambda Theta in co-operation with the Claremont College Library, is based on the theme of personal factors which affect reading and learning. The importance of developing the ability to become aware of and to react adequately to various stimuli is the keynote of the

twenty-three articles written by prominent educators and specialists in other fields. Six divisions with subtopics deal specifically with physiological, social, bilingual, aural and visual factors affecting reading, as well as with instructional materials. An introductory article by Dr. Peter L. Spencer, Director of the Conference, gives an overview of the reading concept on which this and the nine preceding conference yearbooks have been based; *i.e.* reading, in the broader sense, is the process of making discriminative reaction to stimuli. Also included is a timely consideration of the educational problems of returning war veterans by Lieut. Ernest M. Thurber of the United States Naval Hospital at Corona, California. The concluding division on instructional materials presents interesting types of reading. "Mathematics: A Basic Form of Reading," "The Vocabulary Burden of Classroom Instructional Sound Motion Pictures," and "Our Idioms of Musical Expression," are titles suggesting the content of some of these papers.

GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society has announced that publication of the *Geographic School Bulletins* for the 1945-46 school year will be resumed on October 1.

Each of thirty weekly issues will contain five articles and seven illustrations or maps. The format of the Bulletins is such that each article, with illustrations and suggestions for further reading, is a complete unit, detachable for separate filing, for bulletin board use or for distribution to students in the classroom.

Since the beginning of World War II, a large staff of researchers has been keeping abreast of fast-moving world events. The demand for such news-background service originated during the first World War when newspapers urged the National Geographic Society to make up-to-date geographic material available. Many requests for this data then came from teachers. The Society agreed to defray the cost of preparing and printing the data in a form suitable for classroom use. The United States Office of Education distributed it under government frank.

Thus, in 1919, the *Geographic School Bulletins* were inaugurated.

The demand for the bulletins soon overtaxed the mailing facilities of the Office of Education. Educators suggested that, rather than suspend distribution of the publication, the Society mail it direct to teachers who would pay the mailing costs. Since 1921 this procedure has been followed. Now, upon payment of 25 cents, any accredited teacher, librarian, or advanced student in the United States or its possessions may subscribe. Teachers may also obtain subscriptions for their classrooms if copies are mailed in bulk to one address. Headquarters of the Society are in Washington 6, D. C.

The writers of the bulletins collect their material from such sources as the travel experience of National Geographic staff men, the Society's library of reference books and its collection of detailed maps, stories published in the *National Geographic Magazine*, government bureaus, scientific institutions, and available specialists, sources which an individual teacher could not tap in several lifetimes.

The bulletins are illustrated from the Society's files of 300,000 photographs, obtained at the cost of years of arduous travel and sometimes at the risk of life.

MORE ABOUT SAFETY

Traffic accident fatalities to school children are likely to skyrocket in the immediate post-war period unless immediate steps are taken to stop them, the National Safety Council predicts.

In a nationwide endeavor to bring remedial measures to the attention of educators, the Council has summed up the problem and asked school administrators, teachers and parents to cooperate.

The following factors are reasons for special emphasis on the problem:

1. School children fall into one of four classifications: (a) those who were too young at the beginning of the war to remem-

ber traffic at the peacetime peak; (b) those who have forgotten how to protect themselves in thick and fast traffic; (c) rural school children who are unaccustomed to motor vehicles traveling at the high rates of speed now allowed, and (d) those who have reached driving age but have not had opportunity to drive due to wartime restrictions.

2. School buses, like all motor vehicles, are in the most critical state since the beginning of the war.

3. Drivers, including many new school bus drivers, are not accustomed to the volume or speed of present traffic.

4. Parents and teachers are not as aware of the traffic problem as they were previous to restrictions.

The Council in its appeal cited the following means of cooperative endeavor:

1. Classroom attention through safety education to make children aware of the change.

2. A thorough check of the condition of buses and correction of critical weaknesses.

3. Driver brush-up courses to make bus drivers aware of the new hazards. Caution to hold down speed.

4. Increase in use of school safety patrols, and more training for these patrols.

5. Discussion of the problem in parent and teacher meetings. Make both groups aware of the new problem and seek cooperative help.

6. In secondary schools, bring the problem to attention of young drivers by citing bad conditions of vehicles and roads. Refresh memories of young people on the rules of the road.

7. In schools where driver training courses are offered, make students acutely aware of deficiencies which will exist until new cars and parts are available.

8. Seek public and community-wide support of a program to keep child deaths down.

"MULTI-TEXT READING" TO IMPROVE SKILL AND PROMOTE DEMOCRATIC INTERACTION¹

ETHEL I. SALISBURY, *Associate Professor of Elementary Education and
Supervisor of Training, University of California, Los Angeles*

"Multi-text reading" is a classroom activity in which children of a group read from selected text or reference books, using different books in search for information on a topic of common and immediate interest. Questions asked by the children are written on the board, and answers gained from the reading are shared through general discussion.

In the adult world intelligent reading is a tool to facilitate and protect the democratic way of living. Wise people read to be informed on matters that concern them and society in general or to solve a specific problem. They select material by considering its relevancy to the problem in mind and its authenticity in the light of facts about the writer. What has been the experience of the author in the field in which he writes? Does he write from the point of view of science, of fancy, or of propaganda? Wise folk also refer to a variety of sources, and when they have discussed and evaluated what they have read, come to conclusions which they can carry into action. In a democracy where there is no censorship, such intelligent reading is an essential tool for those who would avoid the perils of gullibility. In a world of propaganda, high reading comprehension without critical ability would seem to be a liability rather than an asset. Children can learn to read critically by working on materials that are related to their own interests and are appropriate in reading difficulty to their levels of reading ability. Critical ability

¹The author is indebted to faculty members of the Fairburn Avenue School, Los Angeles, California, as follows: to Mrs. Mollie O. Silk, fifth grade demonstration teacher, and Mrs. Mildred P. Gomero, sixth grade demonstration teacher, for concrete illustrations of procedure; and especially to Mrs. Mary Lindsey Collins, principal, for critical reading of the manuscript and constructive suggestions for its improvement.

comes into play when the members of a group interact in discussion, challenging and exchanging ideas.

ESSENTIALS OF SUCCESSFUL MULTI-TEXT READING

The first essential in successful multi-text reading is recognition by the children of their need for information in order to carry on an activity or to solve a problem which to them is of vital interest. The children find point to their reading because they are going to *do something* about what they read.

A second essential is an adequate supply of books¹ of different levels of reading difficulty which provide the desired information. It is often impossible to carry on multi-text reading in the third grade because of the lack of a variety of books containing easy material on topics suitable for eight-year-olds.

The teacher is the chief factor determining the success or failure of multi-text reading. The wise teacher knows the reading ability and difficulties of each child. She derives this information as early as possible from records on file, by conferences with previous teachers, by diagnostic tests, and by work with individual children. The teacher knows in detail the contribution that each book chosen for the multi-text reading period can make to the answering of questions or the solving of the problem of the day, and she knows also the reading difficulty of each book.

As soon as the teacher knows the activity unit around which the experiences of the children will be centered for the term, she makes a card catalogue of page references to each available book on every topic or problem which she anticipates will arise. In this way the teacher is prepared as to subject matter and has references ready for use in whatever direction the children's thinking or activities may take.

There is no greater fallacy than the idea that a teacher can guide children profitably without herself having a comprehensive knowledge of the subject matter to be involved in the activities for the term and a detailed knowledge of the subject matter involved in the current day's activities. Far from finding

¹ The Los Angeles City School Library, under the direction of Jasmine Britton, has long supported multi-text reading with many well-chosen books of varied titles and reading difficulty on major topics for study.

that the preparation of such materials on modern social studies units is an unrewarding task, the teacher discovers that the information so acquired functions in her social contacts with intelligent people who are interested in the world about them. Locative geography and date history were nothing to talk about outside the classroom, but the change that aviation is bringing into our lives and the details of the modern newspaper business are lively topics of conversation with the most interesting of dinner companions as well as subjects for multi-text reading in the classroom. One does well to ponder the remark of the teacher who said, "I don't like the experience program. You have to know too much."

The wise teacher sees that each child gets a suitable book. When she selects the books at the library to be used in the multi-text reading, she has in mind special children and their reading abilities. If there are seven poor readers in the class she tries to find seven easy books, even though they be duplicated in order that these children may find satisfaction. If no available book on the subject is simple enough, she may write material and have it mimeographed. A supervising principal accumulates a surprising amount of such teacher-produced material and files it with unit materials for use when needed.

If there is in the group a child of superior ability the teacher may select an adult book for him. One of the books most popular in a fifth grade was an adult book which gave more detail than children's books on the problems the children were meeting.

When the children select the books for themselves for the multi-text reading, the teacher moves about in the classroom checking to see that each child has a book appropriate to his ability. It is important that the teacher be able to guide and control group effort in such a way that every child makes the contribution of which he is capable. The guiding of group effort, particularly discussion, requires quick thinking. The teacher must know in which direction the discussion should go, notice the direction given by each contribution to the discussion, and be able to make comments that will lead the children themselves to keep the discussion moving in the right direction. She

must not only be keenly aware of what is going on intellectually as revealed by the quality of their thinking, but she must be sensitive to social and emotional breakdowns which play such important roles in all group effort. When the eager, intelligent, or aggressive child monopolizes the floor she tries to change his attitude by leading him to undertake responsibilities commensurate with his abilities, seeking to develop in him a pride in helping others to a realization of their powers. To remove him to a room for children of superior intelligence is to assume that he has no responsibility for the more difficult tasks that must be done in group undertakings. To say that he is a genius and should be permitted to do as he pleases is to ignore the fact that geniuses have to live with people and people with geniuses.

She protects the shy and retreating personality and sets the situation so that such a child finds satisfaction and fun in participating and finds courage to stand his ground until he is proved to be wrong. She helps him to discover that to be mistaken in some detail is nothing tragic or final, but is a normal experience for everyone.

There are various ways of protecting and encouraging the children who habitually sit on the side lines while their aggressive classmates make contributions of no better quality than the introverts could make if they would put forth the effort.

A plan which should be used discriminately and with the kindest attitude is to make an informal canvass of those who have not been participating. Their names are placed on the board, and it is agreed that during the pooling or sharing period any one of these children may be the first to volunteer to read the answer to a question. After all volunteers from this group have had an opportunity, any of the others may read if they have something to contribute. The whole matter should be managed in such a way as to make it clear that this procedure is followed for the good of everyone. At the close of the period a count often reveals that when given a chance the more reserved children make excellent contributions, individuals volunteering five or six times.

Another technique of guidance used to the same end with sixth-grade pupils who know perfectly how to be fair is the remark by the teacher, "Shall we hear new voices, today?"

With large classes the teacher may not realize all of her ideals for group effort or discussion, but it is important for her to remember that there is little or no learning either in reading or in democratic procedures unless there is order—not the static order of the graveyard or the goosetep, but the order of a process carefully guided. To maintain order and flexibility the teacher establishes herself as a fair, firm, and consistent referee and leader. To this end she makes clear in her own mind and works out with the children what practices are legitimate, what practices are not, and builds morale toward the approval of the former and disapproval of the latter.

In multi-text reading the courteous interaction of member with member about conflicting ideas while the listeners take keen interest in the outcome and contribute in timely fashion is an indication of learning both in reading and in social behavior.

ORGANIZATION OF PROCEDURE FOR MULTI-TEXT READING

The following steps indicate the usual procedure in multi-text reading:

1. The teacher prepares.
2. The need for information arises.
3. The children tell what they do and do not know. The teacher records the question stated or implied, on the board.
4. Children and teacher organize the questions in orderly sequence under topical headings.
5. The children read to find the answers.
6. Findings are pooled or shared.
7. The findings are recorded in outline form for future use.

ILLUSTRATION OF PROCEDURE IN A FIFTH GRADE

The teacher is prepared for the day's multi-text reading. She has references on file so that she can write on the board or present on a chart those for which a need arises in the study

or play of the day. She has divided the books in three groups—easy, medium and difficult—and has placed them in different parts of the room to avoid congestion of traffic.

The need for reading arises. The children are busy with the freight cars they have made. The cars are routed to pick up freight from the various industries located about the room. John says he wishes to have a lumber yard so that he can cut down trees in the forest. Some of the children object because he seems to think green logs come to the lumber yard. A discussion follows which makes clear to the children that they all need to know more about the lumber industry.

The children tell what they do and do not know about the lumber industry. The teacher capitalizes on the need for reading, and as questions are asked or implied, she writes them on the blackboard as they come spontaneously from the children. The questions are childlike and genuine in contrast to the academic questions often asked of children.

The following questions were listed:

1. Are trees put on flatcars in the forest?
2. Are the branches cut off first?
3. Is the top chopped off?
4. Are logs floated down the river to the sawmill?
5. How are the logs put on the flatcars?
6. How are the logs made into boards? One boy described a "pick" that picks up the logs.
7. What is the name of the "pick"? Bulldozer.
The teacher asks, "How could we unite questions 1 and 5?"
The children say, "Add 'how' to question 1."
8. How do they cut the tree? A discussion starts in regard to the way in which the bucksaw is used. The teacher suggests that two boys dramatize how the saw is used. They cut too high. A child comments, "You don't leave that much of a stump."
9. How do the men know where the tree will fall? Discussion.

10. Is a gash made in the tree so time will be saved? So there will be less bark for the saw to go through?
11. Is the tree cut, then roped to make it fall in the right place? Several children try to tell how a tree is cut, pulled and wedged to make it fall.
12. When men climb to the top of the tree and cut the limbs off, how do they get down?
13. How are the tree-climbers dressed?
14. Is a block put in the gash to make that side stronger?
15. When is the tree topped?
16. What tool is used to cut the branches off?
17. How is the belt fastened around the tree?

The teacher asks the question, "Are all the trees in one area cut down?" A boy suggests that half an acre of trees is cut at a time. Another says, "How would seeds scatter?"

18. How are seeds for trees planted, or how are trees started?
19. Do woodpeckers and termites bother trees?
A child who has been thinking comments, "If they didn't have little trees there would be no big trees."
20. How does a lumberman know a tree is ready to cut down?
21. Are all trees in one forest the same age?
22. Can lumbermen cut down all the trees they want to?
Does the government do anything about it, even if the forest is privately owned? There is a brief discussion bearing on "the greater good."
23. How do lumberjacks know which trees to cut?
24. How are logs floated down the river stopped?

The children as a group organize their questions with the teacher as a guide and referee. The children have had experience previously in grouping their own questions under headings which they suggest. They indicate questions that are related, and arrive at a crude outline.

I. In the forest

A. Workers

Question 13

- B. Cutting down trees
Questions 2, 3, 6, 9, 10, 11, 14, 16, 8, 15, 20,
22, 23
- C. Tools
Questions 1, 7, 17
- II. Transportation
Questions 1, 4, 24
- III. Raising trees
Questions 18, 21
- IV. Enemies of trees
Question 19

The teacher then directs the children to the materials on the process of getting lumber out of the forest which have been arranged as follows:

Group I

1. Atwood, *Neighborhood Stories*, pp. 156-163
2. Keith, *Wood*, pp. 1-13
3. Knowlton, *First Lessons in Geography*, p. 138

Group II

4. Smith, *American Lands and Peoples*, pp. 106-107, 246-248
5. Dorrance, *Story of the Forest*, pp. 160-172
6. Aitchison, *North America by Plane and Train*, pp. 81-82, 210-215, 328-331.
7. Huntington, *Living Geography, Book 1*, pp. 128-129
8. Worthington, *Our Shelter*, pp. 60-77

Group III

9. Richards, *California*, pp. 302-305
10. Pack, Gill, *Forest Facts for Schools*, pp. 213-215
11. Perry, *Forestry and Lumbering*, pp. 51-53, 78-83, 98-102
12. Clark, *From Trees to Houses*

The children go to their reading. Each child selects a book of appropriate difficulty and refers to the page references which the teacher has put up on a chart, or is now writing on the blackboard. Several slips of paper to be used as book marks are passed to each child.

Upon finding an answer, a child writes the number of the question, and the page of the book on one of the slips and places it in the book at the correct page. If and when a child has finished the material in one book, he may get another.

Children work in different ways. Some read all the material on one topic, and then go back to the questions to see which ones are answered, scanning the book again to locate definite answers. Others will start with a definite question and search through the material with one question in mind.

Meanwhile the teacher goes about to note what progress individuals are making in keeping a question clearly in mind and in scanning to locate relevant material and reject irrelevant material. She is sensitive to any breakdown in progress by an individual and gives help where it is needed.

When the majority of the class have finished their study, attention is turned to the business of sharing or pooling the answers derived from different books. A child rises and tells the number of the question he is answering, the author and title of the book in his possession and then reads the pertinent sentence or sentences. Other children read statements relevant to the same question. If ideas presented are in conflict, they are harmonized through discussion or left to be settled by further reading. When all available information has been contributed, one child may, if the answer is not already clear, be asked to summarize the conclusion. A new question is then taken up by a volunteer.

The quality of the reading outcomes of multi-text reading is largely determined by insistence on democratic procedures. These procedures may be summarized as follows:

1. Keeping clearly in mind the problem, thus facilitating the work and avoiding waste of the time of others.

2. Reading audibly and clearly to further the common understandings.
3. Maintaining a scientific point of view by
 - a. quoting authorities definitely
 - b. searching for further information when statements from different sources conflict.¹
4. Judging whether group purposes will best be served if the individual speaks to a point or remains silent.
5. Co-operating.
6. Being fair by
 - a. making the contribution one can
 - b. permitting others to make contributions (by not monopolizing)
 - c. encouraging the timid or handicapped to a better realization of their powers
 - d. disapproving the selfish or unthinking violator of democratic procedures who ignores the common good and the rights of individuals other than himself.
7. Being alert but courteous when irrelevant or repetitious statements are read.
8. Discussing impersonally any conflicting items of information so as to harmonize them or suggest constructive ways of getting at the truth.
9. Correcting others in an acceptable manner.
10. Taking correction without offense.
11. Admitting errors.
12. Suggesting the next step in the study.

The pooling period provides an opportunity for purposeful oral reading and a check on both oral reading and comprehension. If individuals or the group reveal serious deficiencies in any reading skill, it is in this period that the children are brought to the realization that a special practice of that skill is necessary

¹ An illustration of the values derived from such discussion can be given from the sharing period of the multi-text reading of a class studying transportation of logs out of the forest. Different children read of different methods. Discussion and study of maps to find the forest areas leads to the conclusion that one book refers to transportation in snowy areas, another to transportation in swampy areas and so on. A final conclusion is that the method of transportation depends upon the climate, the land, available waterways and kinds of trees.

if it is to function adequately. The class may devote a period to the practice of a skill in which they have found the majority are deficient such as using the table of contents, or summarizing.

MULTI-TEXT READING AND THE IMPROVEMENT OF READING SKILLS

The following habits and skills function in multi-text reading:

Reading with a purpose in mind	Oral reading
Locating material	Evaluating material
Scanning	Judging the informational value of various books
Outlining	Recognizing words
Summarizing	Pronouncing words
Reading maps and graphs	Enunciating words
Proving a point	Using index, table of contents
Organizing material	Deriving information from pictures
Remembering material	
Silent reading	

Recognition of the fact that the democratic way of life must be practiced if it is to be preserved means that profound changes in the methods of learning the elementary school skills must take place. This article is to indicate the definiteness with which these methods are gradually evolving.

GUIDANCE IN THE SMALL RURAL SCHOOL

EARL MURRAY, *General Supervisor, Modoc County*¹

Although educators generally accept the principle that the American public school exists for all the children of all the people, and for the total growth of every child, they have been slow in adjusting the curriculum and the teaching process to express this professed philosophy. Understanding of the desired ends and willingness to work for them have not been enough to bring about easily the needed changes in the regular instructional program.

The effort of any school to augment and supplement its formal program so as to develop the whole child may be termed its guidance program. Guidance takes place whenever there is any choice to be made—whether it be in personal or group behavior, making friends, selection of subject matter to be studied, or choice of a vocation. For the pupil, guidance involves learning to be self-directive, to make intelligent decisions, and growing in self-discipline. It is the opposite of externally imposed force, of constant pressure toward uniformity and conformity, and of strict utilization of indoctrination methods. For the sake of discussion it is convenient to speak of four classifications of guidance: (1) guidance in personal growth, (2) guidance in social living and civic consciousness, (3) educational guidance, and (4) vocational guidance.

GUIDANCE IN PERSONAL GROWTH

Many school systems, city, county, and state, have issued elaborate statements about the kind of an individual the public

¹ Since this article was prepared, the author has become District Superintendent of Schools of China Lake Joint Elementary School District which is coterminous with the area of the Naval Ordnance Test Station near Inyokern, California; and vice principal of Burroughs High School, maintained by the Kern County Union High School District. Burroughs High School and Elementary School are located at the Test Station.

school hopes to produce. As a typical illustration, the characteristics deemed desirable for the individual in one school system are as follows:

CRITICAL-MINDEDNESS: the quality of being honest, tolerant, orderly, cautious, thorough, accurate, patient, challenging, truth seeking, and logical;

APPRECIATIVENESS: the quality of being enthusiastic, considerate, respectful, understanding;

DEPENDABLENESS: the quality of being self-reliant, effective, faithful, responsible, loyal, trustworthy;

CO-OPERATIVENESS: the quality of being adaptable, kindly, courteous, social, sympathetic, unselfish, helpful;

PURPOSEFULNESS: the quality of being creative, self-controlled, courageous, persevering, self-directed, consistent, ambitious;

RESOURCEFULNESS: the quality of being equal to unusual demands, original;

SPIRITUAL-MINDEDNESS: the quality of being reverent, devoted, stable, balanced, judicious, aesthetic;

PRUDENCE: the quality of being discreet, foresighted, economical;

SKILLFULNESS: the quality of being able to participate successfully in personal, social, and economic relationships;

WELL-INFORMEDNESS: the quality of being sufficiently informed to make reliable judgments;

VOCATIONAL-MINDEDNESS: the quality of being ready, willing, and able to make a living;

HEALTH-MINDEDNESS: the quality of being able to maintain the desired mental and physical health needed to achieve one's goals.¹

It is essential that the school have some such aims toward which its teaching can be directed. Every rural teacher should be familiar with many such statements to aid her in formulating aims in guidance of youth.

The key person in the guidance program is the teacher. This is especially true in the small rural school where she has few administrative and supervisory officers to direct her activities. She is queen within her own domain. This freedom brings to her responsibilities, pleasures, and encouragements beyond those

¹ *Developmental Curriculum*, Bulletin No. 1, Revision No. 1, Santa Barbara: Santa Barbara City Schools, November, 1941, pp. 15-16.

of her city cousins. She plans, executes her plans, and develops a feeling of personal importance and self-confidence as the school and the children become hers. As she enters into community affairs, she becomes a leader and is held in higher regard than is the average city teacher. This makes guidance easier, for confidence and respect form the base upon which influence rests. Since guidance presupposes that the child makes decisions, it is essential that both the teacher and child look upon their relationship as one of a partnership in which the child is aided by the teacher to establish and reach certain goals. The teacher stimulates, the child purposes, and together they achieve the goal.

The whole subject of discipline is compassed in this co-operative effort of teacher and pupil. The purpose of discipline in our democracy is to promote the development of a wholesome system of values, of discernment in judgment, and of capacity and will for self-regulation and self-direction in conduct—without ever-present authority, or police, or fear of retaliatory punishment. The teacher, while administering certain prohibitions, deprivations, and compulsions, is constantly engaged in shifting the source of these inhibitions and restraints from outside authority to the inner consciousness of the child himself. The child must attain self-direction; it is not a gift from adults. These inner restraints are not encouraged for the "good of the soul" nor for fear of punishment either now or in the hereafter; for he who conforms or submerges himself in such negative aspects of control is apt later to break loose disastrously or at least to develop mental and emotional neuroses which leave an indecisive and confused personality and bring accompanying physical and emotional health problems. Discipline must become more positive and purposeful. The child must be kept busy establishing goals, making decisions and plans as to proper activities to achieve those goals, evaluating his activities and achievements in terms of his purposes, and in turn setting new goals for himself. This positive thinking and activity pushes the negative restraints into the background and makes it much easier to control those momentary impulses and desires which interfere with the accomplishment of the desired ends.

The teacher is aided materially in her aims by the school or county public health nurse and by the physician and the dentist. Conditions are rapidly changing to the point where, with proper co-operation of school, parents, civic organizations, and government, every child in our country schools can receive the medical care necessary for school success and healthful living. Many of our school children belong to club or church groups which give guidance since they take part in the development of the child. The parents, who have been almost the entire source of guidance until the child's entrance into school, continue to be a major influence in the discipline, thinking, and activity of the school child. The staff of the county school department and occasional visiting psychologists from the State Department of Institutions round out the list of personnel who aid the teacher in guiding the student into full development.

Techniques and Evaluation of Guidance in Personal Growth

The greatest single device which is helping the teacher to do better guidance work is the cumulative record. A state-wide committee of the California School Supervisors' Association has recently produced a folder of forms entitled *California Cumulative Guidance Record for Elementary Schools* and a manual to accompany the folder.¹ These are very helpful if followed carefully and utilized fully.

However, caution will prevent the keeping of records from becoming a goal in itself. The forms used should be such that they stimulate thorough inquiry and evaluation, but the record should never be more than a means to the desired result which is action toward solution of the child's problem. It is not sufficient to diagnose an ailment, or name a shortcoming, or to state that a child is indifferent, lazy, or queer. Teachers need to know and understand the factors which underlie behavior. It is difficult to reject or blame children whom you really know and understand; rather, one will find himself making curricular changes and special adjustments to meet the child's need. The teacher must help every child to an awareness of his own worth as an individual, to develop and respect his own ideas, beliefs, and ideals,

¹ Published by A. Carlisle & Co., 135 Post St., San Francisco 8, California, 1944.

and to express aims, develop aspirations, and strive for advancement. Many of the mistakes, misbehaviors, and social inadequacies of children are evidences of—not causes of—maladjustment. We must have wisdom and understanding to be able to fit things together and make plans to help the child.

The periodic reports which are sent home to parents are an instrument of guidance. The tendency today is to make these portray the whole child—his physical, mental, and emotional development, his health, social and work habits, his understandings, appreciations, and attitudes, his accomplishments, shortcomings, and failures, as well as his learning in terms of subject matter. Some schools use a check system, some use definite marks, a few use only a letter written by the teacher, while many use a combination of these. In any case, most school systems have found it necessary to issue a teacher's bulletin which will assist her in evaluating and reporting the child's growth. Modoc County's progress report is presented as a typical illustration for a rural county.

This progress report form is printed at the top of a sheet of paper $8\frac{1}{2}$ by 11 inches. Below it is space for a letter to the student's parents, who keep the report, signing the lower portion which is perforated for return to the school.

A teacher cannot use such a report without facing squarely the issue of guidance. It forces the teacher, pupil, and parent to get closer together in planning for the growth of the child.

A rural teacher, even in these days of limited transportation, has ample opportunity for conferences with parents, club sponsors, scout leaders, and leaders of church or other groups who are also concerned with the child's progress. Frequently the teacher will be able to gain information and insight which will help her, and to impart knowledge which will help the others. It is particularly necessary that a good working relationship be established between the parents and the teacher. The teacher should encourage children to participate in, and express themselves through, activities other than those supervised by the school. This is particularly true of those activities which lead primarily to physical, social, and spiritual growth.

PROGRESS REPORT—MODOC COUNTY SCHOOLS

HALLIE M. TIERNEY, Superintendent, Alturas, California

[illegible]

The curricular organization and policy of the school is far more important in personal growth and adjustment than is usually realized. The school has been, and still is, guilty of contributing to maladjustments in children by its arbitrary insistence upon uniformity, its ruthless methods of competition, its adherence to unreasonable standards, and its utter lack of understanding of individual differences. Children have been characterized as failures, as dumb, undisciplined, undependable, worthless, queer, or ignorant, and have been forced out of school or have left it hating everything connected with school or education. Let us, rather, as teachers, examine ourselves to see wherein the failure has been ours, remembering that it is the duty of the school to develop each individual to his capacity.

In rural schools, less emphasis can be placed on strict adherence to grade lines. Groups to study reading, arithmetic, and other skills can be set up according to the need, ability, and accomplishment of the members, cutting squarely across grade lines. Social studies groups can be utilized, planning, choosing, and assigning tasks in which success is possible; and activities can be arranged so that the characteristics of dependableness, leadership, co-operativeness, resourcefulness, and critical-mindedness will have an opportunity to develop and function. A report card which rates a student only by comparison with others can be replaced by one which considers individual differences. A child's successes can become as important in school as his failures, and he can come to see his own worth through his curricular accomplishments whether they be in reading, expression in an art form, or through playground activity. It is essential that teachers take into consideration a child's health, level of maturity, interest, need, achievement, and intelligence, before assigning any curricular task for him to perform.

Evaluation of many phases of personal growth is difficult. We can weigh and measure the child, check his eyes, ears, lungs, heart, and teeth; but character traits are more subjective and depend to a large degree upon observation and teacher-pupil co-operation for even a fair degree of evaluation. However, many school systems and educational groups have made real

progress in evaluating personal and social growth, attitudes, appreciations, and beliefs. The most noteworthy of these attempt to evaluate results in terms of behavior, that is, what the child does, says, asks, reads, chooses, listens to, constructs, plans, how he plays, works, controls himself, follows directions, leads others, fits in with a group, and reacts to planned situations. Teachers should be familiar with at least a few good methods or instruments of evaluation such as those of the Progressive Education Association, the Committee on Child Development of the National Research Council, the 1941 Denver Public Schools Evaluation of Special Aptitudes and Personal and Social Adjustments, or the Santa Barbara Curriculum Evaluation Progress Reports.¹

GUIDANCE IN SOCIAL LIVING AND CIVIC CONSCIOUSNESS

Personal growth cannot be separated from social living in the development of a child, for they take place simultaneously and constantly from the beginning of childhood. "Man is both an individual and a social being. Whatever development is accomplished through educational processes must be directed to produce a person who is competent as a citizen within a democratic society."² Democratic social living means co-operation with others, sharing, adapting to the group, being kind, courteous, sympathetic, social, helpful, and unselfish. It means displaying the same respect for another's personality that we desire for our own. It is the Christian golden rule.

Democratic social living gives the individual both rights and responsibilities. With our Declaration of Independence and our constitutional guarantees of personal rights and freedoms in the Bill of Rights, come also the obligations of striving for a more perfect union, of establishing social justice, and promoting the general welfare. As a member of our democracy,

¹ *Curriculum Evaluation Progress Reports* No. 2 (June 1940) and No. 3 (June, 1941), Santa Barbara: Santa Barbara City Schools, 1940, 1941.

² California Curriculum Commission, "Preliminary Statement of the Point of View, or Basic Considerations, Through Which the California Curriculum Commission is Approaching the Development of a State Framework of Education," adopted February 25-26, 1944, mimeographed March 2, 1944, item 10.

the citizen must check, then, his individual desires with the general good of the society in which he lives. A goal of democracy is to permit the citizen to develop his own individuality and to achieve the greatest good for himself, so long as this is not in conflict with the general good. This implies the willing acceptance of limitations upon individual rights and privileges when such are necessary for the general welfare. Only by such action can the citizen be worthy of the privileges gained for him by those who have preceded him, and only so can he maintain and enrich those privileges for posterity. In assuming responsibility as a citizen, one is constantly faced with conflicts arising between the extremes of individual rights on the one hand and of social obligation for the promotion of the general welfare on the other. In normal times citizens are constantly faced with city zoning ordinances, public health laws, police and traffic regulations; and in war times by price and commodity regulations and a thousand limitations upon personal activity. Just as self-discipline becomes the goal in personal development, so does personal law *observance* rather than law *enforcement* become the goal in social development. Certainly it is the function of the school to give such guidance that the individual may understand these conflicts and be enabled to make intelligent decisions without confusion, frustration, and embitterment.

It is axiomatic, also, that the curriculum should be set up to meet the needs of the individual and society in terms of self-expression and social living as well as knowledge and skill. This has not been done in many instances. Too many rural schools are still operating under the assumption that the acquisition of knowledge arranged in compartmentalized doses is the aim of education. Too many schools which have become conscious of the child have forgotten knowledge and skill. It is high time that educators quit quarreling over "subject matter *or* the child" and begin to take a firm common-sense stand upon "subject matter *and* the child." This appears to be what the California Curriculum Commission is doing when it states,

Subject matter to be learned is as essential for education as are learners. Subject matter consists of objects, relationships among

objects, ideas, ideals, attitudes, appreciations, techniques, procedures, facts, or any materials pertinent to the learning situation. Subject matter is classified for convenience, but the classification boundaries are fluid and depend upon particular emphases and specific purposes. Learning activities concerned with any phase of subject matter are likely to involve processes applicable also in many other phases. Consequently, it is more useful to define activities in terms of their functions than it is to define them in terms of their subject matter groupings.¹

Many educators have stated that more and better "unit teaching" is needed in rural schools, giving many reasons why good unit teaching is necessary. One more reason is offered here, namely, that the experience unit is the best device now known for providing situations in which guidance in social living and civic consciousness can function. Along with the teaching unit the teacher can maintain a democratic school and playground throughout the day, and opportunities for guidance will occur in the opening exercises, class and school organization, music and art periods, games and physical education, special programs, graduation exercises, lunch hour activities, and many phases of the skills program.

Youth must also serve the community, individually and in groups. Social consciousness cannot be developed in a vacuum, but thrives upon action. Present-day requests for youngsters to get in the scrap, join the Junior Red Cross and produce materials for our service men, co-operate with the Tuberculosis Association and the March of Dimes, and to participate actively in the Bond and Stamp drives, furnish opportunities for real guidance in civic consciousness. Teachers can also encourage children to assist in food production, to be prudent and careful in conserving food and clothing, to learn and practice simple first aid and safety rules, to observe sound sanitation practices, and in every way possible to maintain personal and community health. There are many illustrations where community service has been accomplished either directly or indirectly because the school, through an alert teacher, has been aroused to the action point. The teacher should be careful that the activities con-

¹ *Ibid.*, item 6.

tribute to personal and social growth—the child must not be exploited by adults who do not have sufficient civic pride to do their own duty.

EDUCATIONAL GUIDANCE

Educational guidance is generally thought of as being directed toward placing older children in the right courses in school where choices are possible. If limited to this meaning there would be almost no guidance in the rural elementary school. Yet even in a small rural school where there is no choice of teachers or courses, there is much that can be done that will prepare students to make intelligent choices as they arise.

The task of educational guidance is an outgrowth of the recognition of individual differences in children. Although practically all teaching in the small rural school is general education, and is regarded as education for all, yet there is room for considerable difference in the way individuals are handled. Provision must be made for discovering and satisfying the capacities and interests of the child, for developing special talents and encouraging self-expression and growth in the field of activity which nature has made possible. Teachers should encourage those who are to be our artists, musicians, mechanics, engineers, inventors, writers, poets, dramatic artists, scholars, professional and business leaders, and allow activities which are not the same for each child.

Again the social studies unit provides opportunity for this flexibility and variety of expression and experience, allowing the teacher to discover and exploit the native abilities of each child. Through observation of dramatic play, the kinds of books children like, the types of heroes they worship, the activities they enjoy, and the vicarious living they express in art, music, speech, and writing, the teacher can guide them into better and more developmental experiences.

The classroom schedule must be sufficiently flexible to allow for discovery and development of special interests and pre-vocational activities. Children are frequently aroused to their

needs and stimulated to do good school work when approached through their special interests. Real educational guidance takes place when teachers are able to develop within their charges a love of learning, respect for knowledge, appreciation of culture, desire for truth, and an understanding of the satisfactions of growth and development. This can only be done through understanding of individual differences, respect for personality, and a common appreciation on the part of teacher and student of the essential dignity and worth of each person.

As this individuality unfolds and is allowed to function, it becomes a simple matter to guide each student into his high school program. The amount and type of guidance given will depend upon the provision that is made for guidance in the school which the student will enter. If the high school he enters has a modern program of general education in which adequate tests for educational guidance, personality, interest inventory and aptitudes are administered and interpreted, then very little of this testing should be attempted in the small rural school. On the other hand, if the high school has failed to assume its responsibility in this respect, then the elementary school will need to develop such a program. The very least the elementary school should do is to prepare achievement and intelligence test records and a complete evaluation of each child as recorded in the cumulative folder, and to pass them on so that the high school may give adequate educational guidance.

VOCATIONAL GUIDANCE

Vocational guidance can begin in the primary and elementary grades by the building of wholesome attitudes toward the world of work. Attractive pictures of various types of workers are displayed, the satisfaction of production and the dignity of labor are taught through stories, poems and songs; the distress and unhappiness of unemployment and non-production are similarly brought to mind. While units of work are in progress dealing with agriculture, industry, the community, or various phases of basic living, it is helpful to have workers and managers who represent these occupations talk to the class. As children engage

in construction work, arts, crafts, music, speech, arithmetic, and other school activities, the teacher should show how the child's parent or neighbor uses these kinds of skill and knowledge in his work. It is the duty of the school to build positive ideas of equality and democracy to combat the tendency toward classification and stratification of vocations as representing degrees of success and failure. Through the study of interdependence of people, each man's job takes on significance and dignity. It is the teacher's part to inspire the child to want to find his place in the world's work—not to be satisfied with a vocation that does not challenge his best, nor to be striving for one beyond his reasonable expectation of accomplishment. The younger boy identifies himself as a farmer, truck driver, airplane pilot, physician, in a variety of vocations in which he is a hero, while the girl is a nurse, teacher, dancer, artist, or secretary. These are normal projections of self which should be encouraged.

As the student approaches the upper grades he begins to see these jobs in terms of the skills and knowledge needed for success, and so he must begin to appraise his capacities, interests, and limitations in terms of success. In this way the teacher helps the student to think seriously about possible vocational choices. The student gradually learns to what vocational advantage he is able to use his exceptional aptitudes in arithmetic, handcrafts, music, or English. Along with this he also learns what subject matter and skills are needed for success. The student may be led to a tentative statement of his vocational goals and his plans for high school study.

As in educational guidance, so the depth and amount of vocational guidance will depend to a great extent upon what is done for the student after he enters high school. We should be careful not to duplicate ninth-grade work, but if the general field of vocations is not covered there, then a unit of work might be done in the upper grades. This should be broad, covering general classifications of vocations, the types of work involved in each, general qualifications and preparations needed for success, and the difficulties, hazards, satisfactions, and compensations which one may expect from that field. If such a unit is not

feasible in a small rural school, the teacher can present similar information to the older students through guided reading, conferences with vocational advisers, an occasional motion picture, correspondence with schools offering vocational instruction, and pertinent materials which can be obtained in generous amount from the county school department and county library. In some cases it may be advisable to give interest-inventory or aptitude tests, but in general these should be left for the high schools to administer and interpret. Whatever is done or discovered about the child should be carefully recorded in his permanent record file.

CO-OPERATION FOR BETTER GUIDANCE

The guidance program for the small rural school outlined herein includes a large portion of functional education. The State Department of Education gives aid through its trained personnel, administrators' and supervisors' conferences, printed bulletins, state textbooks, and general supervision. The teacher training institutions assist through including modern methods in their regular curriculums and in setting up special workshops and courses in guidance. Obviously it becomes a major duty of the office of the county superintendent of schools to implement and encourage the functioning of such a program. It must lead the way by helping the teacher to set up aims and procedures, providing adequate cumulative record forms and modern methods of reporting to parents, securing supplementary teaching material, planning with the teacher, and aiding in the evaluation program. The office of the county superintendent must be much more than a business and legal office—it must lead professionally.

THE TREATMENT OF PRESSURE GROUPS

PAUL C. BRYAN, *Superintendent, Albany City Schools*

Democracy lives, strives and grows strong on the positive expressions of the people. It is inconceivable that a mute populace can ever make democracy a reality. When the people quit expressing their ideas, wanting this change, advocating that improvement, insisting that this service be maintained, they are letting the decisions be made and handed down by a higher authority. No longer are such people part of a democracy. They are in a dictatorship no matter what its trappings seem to make it appear.

In practically all units of government, and the school district is no exception, all of the people cannot be heard nor can they simultaneously participate in the formulation of policies and establishment of practices. The permanent setup to provide for self-expression and direction is found in our representative government. At regular intervals, by elections, representatives are selected who have ideas or viewpoints that are similar to those held by a majority of the people and who, above all, are capable of carrying out or having carried out the desired policies.

The basis of selecting representatives at regular intervals must of necessity be broad. Seldom are issues sharply defined or restricted in number and as a result representatives are usually elected because of their all-round competence. This is true of the men and women who are elected to govern our schools. The election of board members gives the continuity and permanence to the direction of education that is essential for its perpetuation.

For the elected representatives, the direction of a school system is not just the rendering of a few major decisions but the constant solution of innumerable minor problems that go to make up the whole. The problems will be met either in accordance with the preconceived ideas of the board members, such

ideas being really their stock in trade at the time of election; or by following the suggestions of some individual, frequently the school administrator; or by accepting the suggestions of a group of citizens; or by some combination of these methods.

The suggestions of pressure groups dynamically inject new ideas, defend existing practices, or cause the modification of education to meet the changing needs of society. Active pressure groups are an essential part of a democracy; they keep it from becoming an oligarchy run by the few individuals with vested interests. It has always been the American way for pressure groups to show approval and, especially, disapproval of government acts; the classic example of this was the Declaration of Independence.

There are educators who have applied the term "pressure groups" with the greatest of disdain to any group that strongly advocates an idea opposed to a policy or practice of the administration. Cannot you hear the group labeled as unrepresentative, biased, radical or conservative, selfish, bigoted, ignorant, etc., depending on what is advocated? Of course there are other groups with whom educators are glad to co-operate. They are seldom called "pressure groups" since they are composed of the farsighted, intelligent, progressive, liberal individuals who truly represent the people and are advocating what the administration believes is best. The fact remains that since pressure groups are numerous and important in a democracy they should be heard. What then is the best technique of hearing and handling pressure groups to enable the schools to derive the best from their suggestions and retain the good will of the group?

Every pressure group has a right to a sympathetic and courteous hearing. Usually the person representing the group will communicate with either the school administrator or the Board. If an individual Board member is approached he should, by all means, ask the group representative to present his request to the Board at a regular meeting. If the request involves a matter of policy, the administrator should likewise have it referred to the Board. At this hearing questions should be asked to determine the full purpose of the request, how the group con-

siders it will affect the educational program, what benefit will accrue to the children, and, if necessary, who composes the group making the request. All of this should be done in a manner that will ascertain the facts without arousing a controversy.

The next step, the most important one, is frankly but definitely to take the request under advisement. Let the pressure group representative know that the request will be considered and *answered*. There is practically no request that is so urgent that the decision cannot be postponed for a day, a week, a month or whatever time is necessary to allow full consideration. It is well to remember that the requests of pressure groups are seldom spontaneous demands but are usually carefully considered ideas formulated after adequate deliberation and finally crystallized by a vote of the group. In all fairness the school board and school administration should have an equal opportunity to evaluate the request.

Reasonable publicity should be given to the request of any pressure group. This is particularly true of requests submitted at open board meetings. Publicity and time will give opponents or other supporters of the request an opportunity to express themselves.

Freed from the stress of the initial meeting with the pressure group, the board and school administration should evaluate the request in terms of the educational philosophy and practice that is being followed; determine if the facts stated supporting the request are correct, the effect upon the education of the children, the economic ability of the district to grant the request, and the nature of the representation of this particular pressure group.

If the request will benefit the children and seems to be the expressed desire of a substantial group of people, every effort should be made to grant it. Even though the whole request cannot be granted, frequently some part of it can be met. To accede to a part of the request will frequently satisfy the pressure group and in any case it indicates a sincere effort to comply.

Finally, a definite decision should be made for each request. Usually it will be desirable to give the decision in the same man-

ner that the request was presented. Certainly a request made in an open meeting of the board should be answered at another meeting. Since there has been an elapse of time any emotions that originally prevailed will have subsided. The decision should be supported by an adequate presentation of facts that are complete and defensible. The consideration and vote by the Board on the request at an open meeting gives the decision strength and prestige. Regardless of the decision, the pressure group can feel that the request has been fairly considered and that they have been recognized as a factor in a democratic society.

FABLE IN ETHICS

PAULINE JEIDY, *Director of Curriculum, Ventura County Schools*

Once upon a time there was a woman who had three daughters.

The first little girl was beautiful. Her fair skin, deep blue eyes and soft, black hair aroused the admiration of many people. Often, she heard, "What a beautiful child!" "What lovely hair!" The mother took great pride in this first little girl and spent many hours making pretty and becoming frocks for her. The grown-ups would say, "What a pretty dress you are wearing today!" The first little girl came to like and to expect these remarks. She soon learned that if her hair were tousled, people did not comment on its beauty. If her face were dirty, people did not say she was beautiful. If she tore her dress, no one thought it was pretty. So she did not run and play with the other children. She preferred to walk to the village with her mother and listen to the conversations of the grownups. She knew that when she walked down the street, people looked at her so she carried her head proudly and walked with dainty, mincing steps.

The second little girl was not beautiful but she was brilliant. She knew how to read before she went to school. She was a little near-sighted and not very sturdy, hence, she found the rough play of the children in the block a little confusing and a little repulsive. Someone was always yelling, "Hurry up!" or "Get out of the way!" or "Look where you are going." She began to draw away from the other children to find refuge in her own vivid imagination. Her imagination could conjure up pleasanter experiences than playing with those rough children. When she sat alone, she was the central figure among her imaginary friends. Everyone admired and loved her. Everyone listened to her and here she could administer justice as she saw fit. Some-

times, she heard a grownup say, "What an odd little girl," but she did not mind especially because someone else usually said, "But they say she is terribly bright." And besides, if people were unpleasant, she could always sit alone and imagine.

The third little girl was not especially beautiful, neither was she homely. She was not brilliant, neither was she dull. She had enough intelligence, but not too much to make her able to interpret her fellows in terms of her own experiences and emotions. She loved to play with the other children in the block. She entered into the games with zeal and gusto. She took the bitter with the sweet; she fell down, she bumped heads with other children, she scratched her knees, she tore her dresses, but those were minor matters. The game was all-important. When differences arose among the children, she joined the side which she thought to be right and quarreled valiantly. When good fortune befell a friend, she was happy. Tears stood in her eyes when a friend was in trouble. When her mother spoke of her in apologetic tones saying, "Isn't she dirty," or "Isn't her hair a fright," or "You wouldn't believe it, but that dress was clean this morning," she did not mind especially because life was too rich, too full, for concern about such matters.

When the girls began to grow up, misfortune befell the mother and she was forced to send her daughters out into the world to make a living. Since there was a small teachers' college nearby, it seemed a simple matter to prepare the girls to make their way in the world by sending them to the teachers' college.

The beautiful daughter, being the eldest of the three, went to college first. Because of her great beauty, college presented no difficulties to her. Each of the twenty boys in college liked to be seen with her, hence, her social life was pleasant. The other three hundred girls in college saw the interest of the twenty boys in the beautiful daughter. They reasoned that if they were to enjoy the favor of any one of the boys, they must first win the favor of the beautiful daughter. Sensing that her favor would have to be bought at a price, they began to offer her papers already written, problems already solved, and advice as to which classes to take and which to avoid in order to be graduated with

the least amount of effort. The beautiful daughter profited by their help and advice and, in due course of time, was graduated. One conference with an administrator was sufficient to give her a teaching position.

In the meantime, the second daughter started to college. Her superior intellect made college life easy for her. She found satisfaction in taking all the hard courses. She found favor with her teachers because of her clear thinking, her pertinent recitations, and her perfect papers. She was such a good student that she was made an instructor's assistant and was excused from practice teaching. She found association with the instructors more satisfactory than companionship with students. She considered the behavior of the students to be boisterous, their thinking and conversation shallow, and their attitude toward her unsympathetic. She was occasionally invited into the homes of the instructors and there she found people whose conversation she could enjoy, whose behavior was conservative, and who respected her opinions. In due time she was graduated and her recommendations were such that she was readily given a teaching position.

By this time, the third daughter was through high school and ready to enter the teachers' college. Her friendly, straightforward attitude soon won a wide circle of friends for her. Because other students were willing to follow her leadership, she was made the chairman of committees, the captain of teams, and the leader of groups. She was not a straight "A" student, but her intellectual contributions were good and were appreciated by the instructors because they were honestly prepared and sincerely presented. She was soon graduated and joined her two older sisters in the teaching profession.

Now the beautiful daughter had been teaching for a time. At first, all went well for her. The children brought her flowers and complimented her. Mothers reported to her complimentary statements which the children had made at home. She soon found favor in what was considered the upper stratum of society. She was invited to clubs, card parties, and dances. She was in demand as a dinner guest. She did not join professional organ-

izations. They took money that she needed for clothes. She did not study or go to professional meetings. They took too much time. She did not correct the papers that she required the children to prepare. She really did not have time to do it and besides, what did it matter? The children liked her and probably would not like her any better if she corrected the papers. And really, the papers were such a mess! What could one do with them anyway? The teacher last year had not taught the children how to write, or spell, or anything about sentence structure. It was terrible when one really stopped to think about it.

When a socialite mother asked about her child's progress in school, the beautiful daughter replied, "Oh! Just fine. She really is a lovely child." Even when the question came from the mother of the boy who threw stones, called names, refused to play with the other children, and always wanted the best of everything for himself, the answer was the same, "Oh, just fine!" But one day, a mother from the other side of the tracks called at school to say, "My Alphonso lost his sweater yesterday. It was the only one he had. There are six other little boys to keep supplied with sweaters. We cannot get him another one. Can not somebody find his sweater?" The beautiful daughter said, "I am very busy now. You had better go talk to the principal about it." But she thought to herself, "This mother is very amusing. I must remember to tell the girls at club about her."

The girls at club enjoyed the story, so the beautiful daughter planned to make herself more popular by remembering other stories of school events to tell at dinner parties and clubs. Her acquaintances were entertained with stories of embarrassing situations of the principal and of other teachers, of amusing responses made by children to test questions, of parents who came to school to question or to complain, always adding interest to the stories by giving the names of the persons involved.

One day there was trouble on the playground between the children of the beautiful daughter's room and another room. The two teachers were called upon to make a decision. They could not agree on the interpretation of the rule involved. The other teacher said, "Let's go to the principal and let her decide."

But the beautiful daughter said, "No, I'll find out about this." She did not feel sure of the outcome if she went to the principal. She did not like the way the principal had looked at her when she told amusing things about the mothers of some of her children. And the principal was always wanting reports or records of something and hers were never ready. She wasn't sure the principal liked her. But the superintendent was different. After all, hadn't he hired her? True, she had not seen much of him since, but when they had chanced to meet, he had always smiled at her and looked as if he approved of her. She took the problem to the superintendent. She was disappointed by a certain lack of warmth in the superintendent's greeting. He listened to her problem in a rather detached manner then suggested that she take it to the principal. She was bitterly disappointed and started to go. But the superintendent invited her to stay a few minutes, saying, "I have intended calling you in but haven't found the time to do it." The words were encouraging but the manner gave her a feeling of dread. What had gone wrong since the last time she had seen him? Then he told her of reports which had come to him to the effect that she had given out confidential and official information which had caused embarrassment to the administration and harm to the school. The beautiful daughter was crushed. Her friends, who had laughed at her stories and had been so interested in the things she had told, had been false. They had purposely done her harm. She had only tried to make friends. Surely there was nothing wrong in that! She tried to explain to the superintendent, but he seemed unsympathetic. Her words seemed unconvincing even to her. Everything was so confusing and so unpleasant, she could have wept, but she was a proud girl so she held her head high as she went down the hall. No one must know what had taken place in the office.

The beautiful daughter went through the routine of teaching school for the rest of the day. That evening, she telephoned her hostess to say that she had a headache and would not be able to play bridge. Then she sat down to make a plan of action. She would not stay in a town where the people were so deceit-

ful, so mean, so selfish. She knew what was the matter with them. They were jealous of her. A thought came to her. She remembered that during Thanksgiving vacation when she had visited a friend in a town about fifty miles away, she had chanced to sit next to a school administrator at the table. He had been very nice to her and had said, "I wish we had someone like you in our school." She had almost forgotten the incident, but now she recalled his name and his school. She wrote him a letter, reminded him of the incident, told him that she was dissatisfied with her present position, and was leaving. She went on to say that if there were a vacancy in his school, she would be happy to consider it. She did not tell anyone what she had done. She wanted to surprise the superintendent. Perhaps he would wish he had been more sympathetic. She looked forward to telling her former friends, "I'm leaving today. I won't be back."

Now it chanced that the distant superintendent did have a vacancy. He wondered why she was dissatisfied now when she had seemed satisfied with her position at Thanksgiving time. But teachers were scarce and one couldn't afford to be too inquisitive. He wrote and offered her the position. Thus the first teaching experience of the beautiful daughter lasted for less than half of a school term. Her career in the working world will probably be short because she saw no fault to be remedied in herself, and because she left to get away from something which exists everywhere.

The second daughter approached her first schoolroom with confidence. Had she not made perfect scores in college? But when she faced thirty-five pairs of eyes staring at her, she experienced the same old feeling of fear and confusion she had known as a child. She could not see the children as individuals. They were a solid unit of potential enemies. She had prepared for the day, but she forgot her preparation. Instead, she remembered warnings she had heard. "Don't let them get the upper hand of you." "Let them know who is boss." "Be very strict at first." She saw a pair of jaws open and close. She suspected

gum chewing. She called the suspect to the front of the room and asked him if he were chewing gum. He nodded. The second daughter was confused. What should she do? She must show him and all the others that she had high ideals of behavior. She said, "Stick your gum on the end of your nose and stand in front of the room until you can remember to behave like a gentleman." She saw the expression in thirty-four pairs of eyes change from curiosity to sullenness. The gum chewer saw it too. He knew the children considered the teacher unfair and were on his side. He became a martyr in his own mind and planned to hold his conspicuous position as long as possible. When the second daughter asked him at recess time if he were ready to take his seat and be a little gentleman, he looked at the floor and said nothing. He kept his place all day. When closing time came, she had to let him go home without getting a promise of better behavior. By four o'clock, everyone in town knew that the new teacher had made a child stand on the floor all day for having gum in his mouth.

The second daughter did not want to have that experience repeated, so she sat up late at night planning work for the children to do. She came to the conclusion that the way to keep children from misbehaving was to keep them so busy that they would not have time to think. She made up long tests in arithmetic and was amazed to find that some of the children could not do the work at their grade level. She gave them long assignments in reading with questions to answer when they finished. Not all of the children could answer the questions. She thought they were lazy. She required two compositions a week. Some of the writing was bad and some of the spelling was worse. She asked the children if they really had gone to school for six years, and what, if anything, their teachers had taught them. When anyone in town, to make conversation, said, "How's school," she told them how bad it really was. Some parents became worried about their children's progress and asked her if she could find time to teach them privately. She hesitated, before answering. They offered her money. She needed money to buy a long-

desired encyclopedia. Soon, her Saturdays were taken up with tutoring her pupils.

This second daughter loved the truth and felt she must teach as much of it as time permitted to her children. She honestly believed that her church was the best church. She taught her children that it was the best and taught them wherein other churches were wrong. She taught them which political party was right and why the others were wrong. She told them of the many mistakes in the educational system. She taught them the injustices and sins that had been committed by the government. She told them which of our national heroes had been honest men and which had been scoundrels. The children did not seem to mind her teachings. They soon learned that when she gave one of what they called her "lectures" it was safe to think their own thoughts if they kept their eyes front and looked fairly attentive. But the politicians, church members, Legionnaires, and D.A.R.'s began to complain to the superintendent. They objected strongly and vocally to the teaching of the truth as she saw it.

In the spring when letters concerning next year's work were put in the mail boxes, the second daughter's box was empty. She was not disappointed because she did not like teaching anyway. But she considered the oversight a gross lack of appreciation for all the work she had done. She went back to the college and got a position as a laboratory assistant while she furthered her study.

When the third daughter faced her first class, she saw thirty individuals, all potential friends. They reminded her of her childhood friends and she looked forward to sharing their joys and their sorrows. She could interpret most of them in terms of her own experiences and thinking, hence she dared to trust them. She gave them a chance to think and she respected their opinions. When a child needed to be disciplined, she talked to him privately. When a child failed to apply himself to his school work, she was able to recognize if the failure were due to a lack of ability or a lack of interest. If it were due to lack of ability, she tried to adjust assignments to the child's ability. If it were

due to lack of interest, she took the blame herself. She studied all the available records of her children in order to be better able to understand their problems. She was surprised and distressed at some of the things she learned, but she kept her counsel. The children were her friends. She would not tell anything about them that would cause them embarrassment, or make them appear ridiculous. She made some mistakes in dealing with her pupils, but they tolerated her mistakes, because they knew that fundamentally, she was their friend. The children interpreted her to their parents, hence her relations with the parents were sound.

The third daughter considered teaching a dignified profession. She worked hard at her job and felt that teachers deserved to live on a level comparable to other professions. For that reason and because she wanted to engage in further study, she was willing to join forces with teacher organizations in working for higher salaries. Because she was proud of her profession, she did not belittle it by word or deed. Because of her loyalty to her fellow workers and fair dealings with them, she found favor with teachers, administrators, and trustees. Because of her just, professional, and friendly treatment of children, she was respected by parents. Because of her love of people and her talents for leadership, she has made a place for herself in the community. For these reasons, it is reasonable to expect that her career as a teacher will be long and fruitful and prove to be a source of satisfaction to the third daughter.

A COMMUNITY INTERCULTURAL PROGRAM

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We talk very glibly nowadays about the problems of minority groups. To mention only a few, there are the Mexican Problem, the Negro Problem, and the Jewish Problem. Since most of the problems faced by these people bear the brand, "Made in America," perhaps we should talk rather about the great All-American Problem, the problem of prejudice. Certain difficulties experienced by people of minority groups are traceable to their own deficiencies. There is no doubt of that. But, since the prime causes of most of the so-called minority problems are the actions and attitudes of the majority group, these problems can be attacked only by attacking community patterns of thinking. It is, therefore, a task of community education. Although the school alone cannot do the job, it is the agency best qualified and best equipped to lead the way.

Many schools of California are becoming increasingly conscious of the problems of children of underprivileged groups and are endeavoring to do something about them by improving the whole community situation. One of these is the San Dimas Elementary School, situated in the town of San Dimas, which is a small citrus-growing community in the eastern part of Los Angeles County. Of a population of approximately 2700, about twenty per cent are Mexican and Mexican American. These constitute the only minority group in the village, unless recent in-migrants from the South might be classified as a second minority group because of their social, educational, and economic disadvantages.

CONDITIONS OUT OF WHICH THE PROGRAM GREW

Most of the Mexicans in the community formerly lived in a segregated colony, established in 1919 by the local citrus asso-

ciations. At first the school children were segregated in the primary grades only, and the only justification made at the time was that of the language handicap. Because of a pronounced reaction against Mexicans, following the First World War, a separate school building was erected for their children. It was a small frame structure located back of the main school building and on the same grounds. The plan had been to house all elementary pupils of Mexican ancestry in that building, but an increase in enrollment soon made it necessary, from an administrative standpoint, to include the seventh and eighth grade Mexican-American pupils in the regular school.

These pupils had no feeling of security or of belonging. They attended the American School; but they drew apart at intermissions, playing almost exclusively with the younger children from the Mexican School. As could be expected, there was constant friction between the individuals of the two groups on the common playground. Fights were of frequent occurrence, especially during the period from 1938 to 1941 when bitterness was at its height.

It was during this period that the first attempts were made by the school to understand and to improve the serious conditions resulting from friction and tension between children and adults of Mexican background and the rest of the community. When playground problems became acute, the school council set up a committee, composed of an equal number from the two groups, to study the causes of the difficulties and to try to overcome them. As the problems of the Mexican-American children proved to be too deeply rooted for boys and girls to cope with, a discussion group of older Mexican young people was formed to study those problems.

It was found, naturally, that the school problems had their source in the home and in the community. The Mexican people bitterly resented the school segregation. Another cause of resentment at that time was the fact that no Mexican or Mexican American could secure employment in the citrus packing plants of San Dimas; they could work only in the groves. The plant

managers would gladly have hired them, but American employees flatly refused to work with Mexicans. Another cause of ill will was the feeling that many of the teachers shared community prejudices. The young people agreed that most teachers tried to be fair despite their prejudices; but, conditioned as they were by home attitudes, school attitudes, and community attitudes, the Mexican-American children felt that they were not getting a square deal. It was freely admitted that most of them were hyper-sensitive, that they had a chip-on-the-shoulder attitude, and that they often imagined that a teacher was slighting or insulting them when all that was intended was constructive criticism. The group felt that teachers should make greater effort to understand the root causes of the behavior of Mexican-American children.

When the Selective Service Act went into effect, new bitterness and resentment arose in the local colony. Although subversive propaganda played its part in arousing these feelings, Mexicans had many justifiable causes for indignation. Most Mexican parents misunderstood the reasons for "taking their boys away." They were incensed because Mexican-American boys were being inducted into the armed forces in large numbers at a time when they were being refused jobs in war industries, solely on the grounds that they were Mexicans. As a better understanding was developed and as the young people were gradually admitted to better jobs, the feeling improved.

Against this rather somber background there were a few bright spots. One was the Americanization program which had been carried on for years by Mrs. Edith Hosford of Bonita Union High School at near-by LaVerne. She had encouraged a number of the Mexican-American young people to get an education, and she had given them training which prepared them to assume community responsibilities. Another was the work with Mexican boys conducted by Jerry Voorhis when he was Headmaster of the Voorhis School for Boys at San Dimas. The youth of these two groups took the lead in helping to establish an intercultural program in the community.

STEPS TAKEN TO IMPROVE MEXICAN-AMERICAN RELATIONS IN SAN DIMAS

Although it is impossible to give details here of the various activities carried on under what came to be known as the San Dimas Intercultural Program, the following outline will indicate the scope of the project:

1. In 1940 a group of Mexican-American young people was organized for the purpose of seeking solutions to school and community problems. Some specific things this group did were:
 - a. Acted as intermediaries in explaining the school to the Mexican parents, and in interpreting the whole Mexican community to the school.
 - b. Aided in planning and carrying out a recreational program for younger Mexican-American boys and girls.
 - c. Advised graduates of the elementary school in planning their high school courses.
 - d. Helped to solve problems arising from friction between school boys of Mexican origin and Mexican nationals.
 - e. Helped to teach English to groups of Mexican nationals.
 - f. Took part in many war activities.
 - g. Helped to suppress un-American activities stirred up by propaganda agents.
 - h. Assisted in planning a program designed to further the elimination of segregation in the school.
2. In 1941 an intercultural club, composed of seventh and eighth grade pupils, was organized by the school council. Having the double purpose of improving school conditions and developing mutual understanding, the members planned a balanced program of problem-solving and recreational activities.
3. For a number of years eighth grade units of work in the social studies were designed specifically to improve understanding and attitudes.

4. In 1942 an intercultural club for adults, Americans All, was organized. It includes people from all ethnic groups in the community. Activities of this club include:
 - a. Helping the Mexican people to understand the war programs. Aid was given them in making out income tax returns.
 - b. Conducting a Spanish class for English-speaking adults.
 - c. Holding a monthly educational meeting, open to the public.
 - d. Giving parties, *piñatas*, and dinners in which Mexican nationals, local Mexicans, and Americans participate.
 - e. Building up moral support in the community for school, recreational, and health programs.
 - f. Sponsoring, together with the San Dimas Home and School Club, a summer program in 1943 designed to pave the way for the elimination of segregation from the school.
5. The summer program was made possible by funds furnished by the Coordinator of Inter-American Affairs and by the local community. Claremont Colleges administered the funds and sponsored the program which consisted of:
 - a. A summer school for children, each unit of work planned to increase appreciation of the Latin-American countries. Half of the faculty were Spanish-speaking teachers. Activities included music, dancing, arts and crafts, clay modeling, dramatics, and Spanish. The culminating event of the session was a program of original plays, music, and dancing, given to the public and to the graduate school at Claremont.
 - b. A recreational program for children.
 - c. A recreational program for young people. Although it was open to all, it was patronized almost exclusively by youth of Mexican descent. However, others did participate in swimming parties and motion picture shows.
 - d. An adult educational program. The Spanish class was continued and classes in English for Mexican nationals

were set up. These, together with Americans All, gave a Mexican-American dinner for one hundred fifty people, during the summer.

Following the summer program, segregation was completely eliminated from the school, and no serious protest was made.

6. In the fall of 1943 the San Dimas Community Council was formed for the purpose of coordinating the efforts of community agencies in carrying out a complete community program. Its chief accomplishments have been:
 - a. Opening, in the spring of 1944, of Community House under the joint sponsorship of the local chapter of the Red Cross and the Council. This program grew out of health needs of school children. Included are a well-baby clinic, a pre-school clinic, home nursing courses, and home visitation for the purpose of giving advice on problems of health and sanitation. These activities are carried on with the active support of the County Health Department, most of the work being done gratis by women of the community. It is run on a strictly intercultural basis.
 - b. Co-sponsoring, with the Home and School Club, a summer program similar to that of the previous summer. Funds were again furnished by the local community and by the Office of the Co-ordinator of Inter-American Affairs. Claremont Colleges again administered the funds, and the project was set up under the supervision of the United States Office of Education.
 - c. Starting a teen-age center in the former Mexican Building. To date, this program, an outgrowth of the school intercultural clubs, has been limited to pupils of the seventh and eighth grades. Recently the pupils of Bonita Union High School have formed a Junior Co-ordinating Council for the purpose of remodeling the building and expanding the program to include high school pupils.

- d. Sponsoring a nursery school during the school year 1944-1945. Funds for this project were also furnished by the Office of the Co-ordinator.

Although it serves a mixed group, the nursery school was undertaken for the primary purpose of teaching English to Spanish-speaking children before their entry into kindergarten. It has been our experience that segregation is indefensible at any age level, both from an educational and a social point of view. Our Mexican parents who can speak English are being encouraged to teach their children the language as early as possible. Until all the parents are able to speak English, the nursery school provides a partial solution of the language problem.

For a number of years the motion picture program and the adult classes have been conducted by Bonita Union High School, as a part of the Americanization program. Since February, 1944, the high school has shared even more extensively in the work by providing part of the supervision of the project. The Junior Co-ordinating Council, mentioned above, includes members from both groups; and recently an intercultural club has been formed at Bonita.

CHANGES IN THE SITUATION

Though progress has seemed painfully slow, there have been definite changes in the community. Since the elimination of segregation, nearly two years ago, there has been no fighting and little friction between the older boys of the two groups. The older girls have not been so successful in solving their problems, but they are making progress. A rather amusing current difficulty is a "Commando Feud" between Mexican-American boys of primary grades who live in the colony and those who live in the wider community, the latter being aided by their American neighbors.

A number of the more Americanized Mexican families are buying property in American neighborhoods. In each instance there is a flare-up of anti-Mexican sentiment, but it seems soon to die down. Many local Mexicans have earned the money to

buy homes by working in war plants. Now they are also being employed to work in the two citrus-packing houses in San Dimas, although in one plant no Mexican women can be hired for fear of causing a walk-out of the American women workers.

Most of the young people of both groups are now co-operating to make a success of the teen-age center and other phases of the program. Formerly groups of Anglo-American hoodlums tried to break up the program, but during the past summer this effort gradually ceased. If it were not for the influence of such a large number of prejudiced adults in the community, the children and youth would, long since, have settled their difficulties. But therein lies the problem and the key to its solution—the overcoming of adult prejudices.

The best technique for overcoming community prejudices has been the setting up of many challenging situations, most of them informal, which meet specific needs of both culture groups. These situations must be carefully planned for each age level. Educational and human values evolve as the people of the two cultures meet for a common purpose—at the teen-age center, on the playground, at forum meetings, in committee meetings, and at dinners, carnivals, and fiestas. We soon found it futile to try to carry on a program of intercultural education in the classroom alone or in the school alone. It must be a community endeavor, with the school taking the lead in planning and carrying it out.

WHAT OF THE FUTURE?

The continued success of such programs as those being carried on in San Dimas and elsewhere depends, to a large extent, upon the trend of thinking in both state and nation. If a reaction should set in, now that the war is safely over, much of the work will be undone. Its continuance also depends upon the ability of school and community to furnish leadership for such a program. The task of changing community patterns of thinking requires not only the work of paid leaders but also the enthusiastic co-operation of many public spirited citizens. They must be people who have overcome their own racial and cultural

prejudices, who are courageous enough to speak and act against those community practices which are un-democratic and un-Christian, who have imagination enough to plan dynamic preventive programs, and who are willing to work as long and as hard as though they were facing the enemy on a battlefield.

On battlefronts the world over, Americans of every race, creed, color, and national origin have been fighting against those whose ideology of a Master Race has led to the worst holocaust in history. That ideology, which has adherents even in our own country, must be stamped out everywhere. It is our responsibility as educators and community leaders to win the battle against prejudice on the home front, not with guns and bombs but with persuasive words and constructive deeds.

HOMEMAKING EDUCATION IN THE ELEMENTARY SCHOOL

BERTHA V. AKIN, *Chief, Bureau of Homemaking Education,
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Leaders in education have recognized for a long time that schools have needed to assume some responsibility for helping in the solution of home living problems and for the improvement of family living.

Recent curriculum developments have emphasized home life in the elementary grades to the extent that some activities are planned to help children have a better understanding of and appreciation for their homes. A contribution which homemaking education can make to the elementary school program is to help the child appreciate the problems of home living, to understand the part the home plays in his life, and to provide learning experiences which will assist him to become a more active and co-operative member of the family group.

A separate course in homemaking from grades 1 to 6 need not be set up to emphasize home life values, for the courses in almost every field provide some opportunity for studying problems of the home. Such units as shelter, children in other lands, the home, and foods are used in many cases to teach children about home life generally. These units can also contribute much that will be of assistance to children in their attainment of a better understanding and appreciation of their own homes.

There are many opportunities for teaching children to solve some of their personal problems. The school lunch served in a school cafeteria offers possibilities for group and individual teaching in helping students to acquire knowledge in health, acceptable table manners, approved diet habits, as well as an appreciation of the work involved in preparing and serving food in the home. Through the use of a carefully selected reading list the

teachers may focus attention upon the desired attitudes and ideals they wish to develop in relation to home and family living.

Studies throughout the years have shown that elementary school children have done a large part of the family's purchasing. Today because many mothers are working away from the home we are finding that children in the grades assume more responsibility for housekeeping, buying groceries, caring for younger children, and the preparation of food. Increasingly they are being sent on errands to the grocery store, to the meat and fruit markets and other like business establishments. Due to shortages in all kinds of food products the problems of selection and substitution constantly confront them upon their missions. Schools can give assistance with these problems in relation to other subjects taught.

Children also have problems in the selection and care of their clothing. Some opportunity should be provided in the school program for the child to learn how to clean his shoes and remove spots from his clothes and have a chance to develop habits of neatness.

A homemaking education program for students in the seventh and eighth grades should be flexible and planned in terms of student needs. In communities where students are assuming responsibility for purchasing and preparing some of the food for the family, caring for younger brothers and sisters, doing the housework, and selecting some of their own clothes, homemaking instruction should be centered around these activities. The primary purpose of such a homemaking program would be to educate for wholesome, satisfying home life, with special emphasis placed upon abilities which will assist the students to become better adjusted and more helpful members of their own families.

Local situations therefore will point the way for the type of homemaking education program that should be made available. Only as the homemaking teacher and the school administrator know the community and are aware of its needs, its standards, and its customs, and only as they are sensitive to the economic

conditions faced by their patron families and take cognizance of the ways in which they earn their living, can the homemaking program of education be organized and operated to serve the best interests of the students in the community.

If the elementary teacher is to stimulate interest in home and family living through her classes, she should have had a general course in homemaking. If health education in relation to food is to be incorporated in the elementary school instruction, a basic course in nutrition including methods of teaching nutrition in the elementary school should be one of the requirements for certification.

THE CHALLENGE OF MUSIC IN THE SCHOOL OF EARLY CHILDHOOD

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In the modern school of early childhood,¹ music becomes alive and vibrant with possibilities. Stereotyped routines are absent and music is an experience, or a series of experiences, rather than a "lesson" to be learned. The teacher is alert to the responses of the children and eager to encourage them in every way possible. Her guidance stimulates further responses and provides background material on which wider experiences may be built. Here, music really breathes and the children live it and love it!

The individual who can grow up in a school where every teacher along the way has this viewpoint is fortunate indeed. A complete school system where this is possible is more often an ideal rather than a reality. However, each teacher can do her best to make music experiences vital to every child who comes under her guiding influence.

In far too many instances, music is dismissed from the teacher's mind after it has occupied ten, fifteen, or twenty minutes of the school day at a specified clock hour. Some teachers have found, however, that there is no reason why there should not be many activities and many moments throughout the day when music enters to play a definite role, regardless of the age of the boys and girls. In such a setup, the children will all take part, in one way or another, and no child's spontaneous musical inclinations will be neglected. Rather will they be encouraged, though often redirected if in conflict with the interests of the group. Here, music is more than a subject; it is a language, a medium of expression, a basic and integral part of

¹ The school of early childhood is here considered as representing the nursery, kindergarten and primary years, from two to ten.

the experiences of the children. Moreover, music in all its phases of rhythm and sound soon becomes a means of expression and a source of keen enjoyment to the teacher as well as to the boys and girls.

Every teacher of children may well ask herself, "What is music to me?" "Just what does music mean to my children?" "What kind of music exists among my boys and girls?" "Are we exerting all of our potentialities?" "What more can we do?" "What is our best next step, as a group, and individually?" Music is inherent in the children themselves, and should be nurtured.

There can be no prearranged formula for music in the school of early childhood. It must be allowed to live, to grow, and to flourish, but there are definite ways a teacher may direct it.

First, the teacher, herself, will select and learn a group of songs, to which she will add from time to time. These will become a part of her very life. They will grow to mean much to the children as the teacher introduces them in situations where they have rich meaning. This will not always be because the words fit in with some idea the teacher or the children have. If the melody itself cannot stand on its own merits it had better be discarded and the words used as a poem without music. Likewise a good melody deserves to be hummed or played for its own sake, alone, rather than to become associated with inappropriate or meaningless words. These two stipulations may eliminate some of the teacher's favorites but those which remain after this rigid test will be worthy of the important place a memorized song may hold in the mind of a child when it becomes a part of his life pattern. As for the happy, spontaneous songs the children originate under the guidance of the teacher, these are usually of the passing moment and may be recognized and enjoyed as is a bit of conversation, valuable for what it is at the time but not to be repeated over and over again and committed to permanent memory. In rare instances there may come a gem of original melody or verse worthy of a place in the permanent repertoire.

The teacher's wise selection of songs for her group is one of her greatest responsibilities, musically speaking. A good selection comes only after eliminating many songs which seem inappropriate for one reason or another. The first step in teaching a song is to select just the right one for the group and the occasion.

Songs whose singing is a meaningful experience to the children will be readily learned through the very act of singing them joyously and with understanding. The painful process of phrase-wise drill becomes unnecessary here, for by the time the children have enjoyed a song and even before all the good reasons for repetition and analysis have been exhausted, the song is already theirs. A good starting note, a nod from the teacher or a child leader, and they are off on a familiar tune. New ones sung by the teacher, in a moment when either the song or the singing is particularly appropriate, soon become familiar to the children who before long are singing with the teacher, even while they are asking her to "sing it again." Such singing experiences may enter any time of day, in connection with any other activity. Special attention may be given to the learning of certain songs at music time, but there is no reason for barring the singing of an appropriate familiar song during other class periods.

The teacher will also select certain musical compositions whose melody and rhythm have spirit and feeling, and she will make these permanently hers. There are many times during the school week where this musical repertoire will enter the picture actively. The teacher without a memorized group of musical selections is handicapped. But the alert teacher will also be alive to the possibilities of other percussion instruments besides the piano, as accompaniments to the children's activities. She will learn to watch for the child's basic body movements or creative instrumental rhythms, and improvise on these, either at the piano, or with drum, tambourine, rattle or even by clapping.

The children themselves can learn to use these percussion instruments purposefully and intelligently, under wise teacher guidance. Let individuals or small groups take turns experimenting with various sound producing instruments, listening

closely to each other. Later the instruments may be woven into a chosen pattern in which one group echoes another, on a basic rhythm. Children who have learned how to work in committees and to present ideas and suggestions to the group as a whole, for evaluation, will find this experimental work with instruments particularly to their liking. Other groups may find musical experiences a means of developing the ability to work democratically in a committee of the whole, sharing ideas, taking turns and listening to the discoveries of others. Children respond to suggestive guidance from the teacher and soon learn to originate their own dramatic expression with instruments.

In the school of early childhood there are also dramatic experiences in body rhythm in which the children for the time being actually become the thing they picture vividly. Here the teacher will see that there is some type of participation by the entire group rather than by a picked handful while the others watch. This participation will be better diversified if children carry out ideas rather than imitate the actions of others. The farseeing teacher delights in the growth shown by the children from day to day as they assume more and more initiative in planning and carrying out such rhythmic group experiences.

Instrumental accompaniments may be used by teacher and pupils as background for the dramatic activity in progress. But whatever the teacher or children are doing, the music of song and rhythm is a living medium of expression through which life becomes richer. In this type of participatory experiences with music, awarenesses are born, appreciations develop, and skills begin to take form.

Within the children, themselves, there is a reservoir of musical potentialities limited only by the teacher's ability to awaken, encourage and inspire. Herein lies the challenge of music in the school of early childhood. The teacher who accepts this challenge will do everything within her power to develop her own music potentialities in order that she may help guide those of her group. Fortunately, music is one field which teacher and children may enter and enjoy together, with mutual benefit.



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